Principal’s Foreword

Welcome to the home of the Din family and the Warrigal Way. The word ‘warrigal’ means dingo and Donald, Daisy, Delta and Dexter Din are student dingoes that model how our students can learn and grow. Our school rules; be respectful, be responsible, be safe and be an active learner, drive our focus on creating clever citizens that value honesty, kindness, cooperation, tolerance and positivity.

Warrigal Road State School is a highly multicultural school which also values its diversity. Students with Australian, Chinese, Korean or Indian cultural backgrounds form the majority of the schools population. Approximately half our students speak a language other than English at home. The students exhibit a strong ethos for academic excellence, excellent behaviour standards and respect for their teachers.

Our dedicated staff are committed to the achievement of high standards in learning and teaching. They continuously strive to improve their knowledge and skills as educators and co-learners in a dynamic, stimulating and vibrant teaching environment. At our school, staff are highly motivated and skilled to help all students achieve their very best.
SCHOOL CALENDAR FOR 2016

SEMESTER ONE

Term 1 (9 weeks) – Wednesday 27-01-16 – Thursday 24-03-16

Easter Vacation – Tuesday 29-03-16 – Friday 08-04-16

Term 2 (11 weeks) – Monday 11-04-16 – Friday 24-06-16

Winter Vacation - Monday 27-06-16 – Friday 08-07-16

SEMESTER TWO

Term 3 (10 weeks) - Monday 11-07-16 – Friday 16-09-16

Spring Vacation - Monday 19-09-16 – Friday 30-09-16

Term 4 (10 weeks) - Tuesday 04-10-16 – Friday 09-12-16

Summer Vacation - Monday 12-12-16 – Friday 20-01-17

2015 PUBLIC HOLIDAYS

26 January – Australia Day

25 March – Good Friday

28 March – Easter Monday

25 April – Anzac Day

2 May – Labour Day

17 August – Queensland Royal Show Holiday

3 October – Queen’s Birthday

2016 STUDENT FREE DAYS

21 January

22 January

17 October

2017 RETURN TO SCHOOL  Monday 23-01-17
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>4</td>
</tr>
<tr>
<td>1 CONTACT DETAILS</td>
<td>5</td>
</tr>
<tr>
<td>2 SCHOOL PROFILE</td>
<td>5</td>
</tr>
<tr>
<td>3 SCHOOL ORGANISATION</td>
<td>6</td>
</tr>
<tr>
<td>4 FACILITIES &amp; SERVICES</td>
<td>8</td>
</tr>
<tr>
<td>5 COMMUNICATION</td>
<td>8</td>
</tr>
<tr>
<td>6 HEALTH &amp; SAFETY</td>
<td>9</td>
</tr>
<tr>
<td>7 CURRICULUM</td>
<td>11</td>
</tr>
<tr>
<td>8 EXTRA CURRICULA</td>
<td>12</td>
</tr>
<tr>
<td>9 SPORT</td>
<td>13</td>
</tr>
<tr>
<td>10 TRANSPORT</td>
<td>14</td>
</tr>
<tr>
<td>11 GETTING INVOLVED – VOLUNTEERS</td>
<td>14</td>
</tr>
<tr>
<td>12 PARENTS’ &amp; CITIZENS ASSOCIATION</td>
<td>14</td>
</tr>
<tr>
<td>13 OUTSIDE SCHOOL HOURS CARE</td>
<td>15</td>
</tr>
</tbody>
</table>

## APPENDIX

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) STUDENTS ATTENDANCE POLICY</td>
<td>16</td>
</tr>
<tr>
<td>(ii) SCHOOL DRESS CODE POLICY</td>
<td>18</td>
</tr>
<tr>
<td>(iii) HOMEWORK POLICY</td>
<td>19</td>
</tr>
<tr>
<td>(iv) INFORMATION COMPUTER TECHNOLOGY (ICT) POLICY</td>
<td>20</td>
</tr>
<tr>
<td>(v) RESPONSIBLE BEHAVIOUR POLICY</td>
<td>21</td>
</tr>
<tr>
<td>(vi) MAKING A COMPLAINT POLICY</td>
<td>37</td>
</tr>
</tbody>
</table>
1. CONTACT DETAILS

Warrigal Road State School
314 Warrigal Road
Eight Mile Plains Qld 4113

Telephone:
- General School Office 3340 5333 7:45am – 3:30pm
- School Fax 3340 5300 24 hours
- Special Education Program 3340 5329 8:00am – 3:30pm
- Tuckshop 3340 5336 8:00am – 2:00pm (with half day on Tuesdays)
- Student Absence Hotline 3340 5360 24 hours
- Website www.warroadss.eq.edu.au
- Email the.principal@warroadss.eq.edu.au
- Facebook Warrigal Road State School - DETE

2. SCHOOL PROFILE

STATEMENT OF PURPOSE
- To provide, within a safe, tolerant and disciplined environment, quality learning experiences that empower students to realise the full potential of their talents and capabilities.
- To prepare our students to be active and reflective Australian citizens, thereby supporting them to be actively engaged in community, economic and political life.
- To develop skills and desire for lifelong learning.
- To build students’ confidence within their roles in the community and in their relationships with other cultures in Australia and abroad.

OUR SCHOOL AT A GLANCE
Warrigal Road State School is a co-educational state primary school catering to students from the Preparatory Year (Prep) to Year Six.
- It is situated on 6.5 hectares in the metropolitan area of Eight Mile Plains, in the southern suburbs of Brisbane.
- The school was established in 1979 and has enjoyed continuous growth since that time.
- The school campus also includes 8 permanent teaching blocks, 10 modular blocks, a Music Block, a Special Education Program Block, a Resource Centre and Multi-Media Facility, an Administration Block and an Activity Hall.
- Our school also features an EAL/D (English as an Additional Language/ Dialect) Unit, which caters for newly immigrated students with limited English skills.

STUDENT ENROLMENTS
An Enrolment Management Policy is employed to ensure consistency of student numbers, so that existing resources can support student learning programs effectively. The school frequently receives requests to enrol overseas fee paying students for various periods of time.
Student enrolments for Education Queensland's February Return over the past four years is as follows:
- February 2013 – 1305
- February 2014 - 1313
- February 2015 - 1207
- February 2016 - 1226

A DISTINCTIVE SCHOOLDING APPROACH
At Warrigal Road State School, we maintain a culturally inclusive approach to school operations and curriculum programs and promote multi-cultural school community activities. We have developed an innovative and distinctive approach to schooling that is based on a clear educational rationale reflecting the needs of students, the community, and the identified market segment.
Components of this include:
1. Literacy Block program;
2. Numeracy Block program;
3. Laptop classrooms;
4. Instrumental Music program;
5. Sports program;
6. Citizenship program;
7. SWPBS (School-wide Positive Behaviour);
8. Playground Buddies program.
3. SCHOOL ORGANISATION

SCHOOL DAY

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30am</td>
<td>On arrival at school, students are to be seated in the following areas:</td>
</tr>
<tr>
<td></td>
<td>Tuckshop Eating Area for Years Three to Six;</td>
</tr>
<tr>
<td></td>
<td>Junior Eating Area for Prep to Year Two.</td>
</tr>
<tr>
<td>8:45am</td>
<td>Students will be released to go to classrooms.</td>
</tr>
<tr>
<td></td>
<td>Students are not to play on equipment or play on the oval.</td>
</tr>
<tr>
<td>8.55-11.00am</td>
<td>Class work</td>
</tr>
<tr>
<td>Between 9.00-11.00am</td>
<td>“Munch and Crunch” Students eat a fruit or vegetable snack in the classroom.</td>
</tr>
<tr>
<td></td>
<td>Encourages optimum energy levels and focuses on being an Active Learner.</td>
</tr>
<tr>
<td>11.00-11.20am</td>
<td>Play</td>
</tr>
<tr>
<td>11.20-11.45am</td>
<td>Eating time</td>
</tr>
<tr>
<td>11.45-1.30pm</td>
<td>Class work</td>
</tr>
<tr>
<td>1.30-1.45pm</td>
<td>Play</td>
</tr>
<tr>
<td>1.45-1.55pm</td>
<td>Eating time</td>
</tr>
<tr>
<td>1.55-3.00pm</td>
<td>Class work</td>
</tr>
<tr>
<td>3.00pm</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

- Students attending after school activities in the hall MUST NOT enter the hall until the arrival of their instructors to supervise them;
- Students should be collected as close as possible to 3.00pm;
- Students waiting to be collected from the tuckshop eating area must remain seated until their parents or an older sibling arrives;
- Students waiting to be collected from the bottom car park and the Demigre Street pick up zone, are to remain on the grass near the “Stop, Drop, Go” zone;
- Students will be walked up to the office at 3.30pm where they must then be signed out by a parent, guardian or older sibling;
- **IN THE INTERESTS OF SAFETY, STUDENTS SHOULD TRAVEL DIRECTLY TO AND FROM SCHOOL.**

LOST PROPERTY
Lost property is collected and stored in a lost property box located outside the School’s Officers’ room in Amenities Block 1. Attempts are made to find owners of lost property, however, at the end of each school term, accumulated and unnamed clothes are given to charitable organisations.

- Parents are expected to mark their child’s name clearly on all belongings, including shoes, hats, water bottles and lunch boxes.

CLASS FORMATION
Students will most likely be assigned a new teacher and will be allocated to a new draft. Drafts are formed by the Administration, after consultation with and recommendations by class teachers. The standard procedure is –

- Each class teacher rates students on academic ability and other factors that may be pertinent to that child;
- Special case students are identified e.g. EAL/D, requiring learning support/intervention, behavioural problems and special circumstances;
- Elsewhere, single year level drafts are initially formed as evenly as possible with regard to ability, special case and gender;
- When enrolments necessitate the formation of composite classes, students are selected according to the specific circumstances;
- Parents who consider their child to be in the ‘special case’ category may advise the administration in writing, so that due consideration may be given when new classes are formed.
- Students are informed of their class, room and teacher in the last week of the school year.

STUDENT PAYMENTS

- Student payments for classroom excursions/activities should be paid directly to the PAYMENTS WINDOW located at the Administration Block on the following mornings:
  **MONDAY, WEDNESDAY and FRIDAY 8.15am –11.00am** (EFTPOS/credit card facilities are available). Payments can also be made via direct deposit and Centrepay deduction.
- Letters will be sent home electronically to parents, stating the amount payable for each excursion/activity.
• Receipts are issued for money received by the school and these should be retained as proof of payment.
• If families are experiencing financial difficulty, a payment plan can be arranged.
• Receipts are issued for money received by the school and these should be retained as proof of payment.
• **Students should not bring large sums of money to school.** It would be unwise to leave money in bags or desks during the day. Students should carry money on their person.

**STUDENT RESOURCE SCHEME**
To enable the school to provide quality programs and support to students, the parents are encouraged to make one payment per student each year:
- $100 Contribution

**EXCURSIONS/CAMPS**
Excursions/camps are organised from time to time to enhance the teaching programs and give children new experiences. All children are encouraged to participate in these educational activities. We advise parents as early as possible of likely costs, etc., however, sometimes, this is not possible. Closer to each excursion, full information will be given in writing and your consent will be sought.
- Children are requested to wear their full school uniform on all excursions, as it assists to promote our school’s image in the community while making it easier to locate students in a crowd.
- Parents are advised that the Department of Education, Training and Employment does not have Personal Accident Insurance cover for students.

**REFUND GUIDELINES FOR EXCURSIONS AND CAMPS**
At Warrigal Road State School, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student’s learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents’ and Citizens Association.

State schools are able to charge a fee for:
- an educational service, including materials and consumables not defined as instruction, administration and facilities for the education of the student
- an education service purchased from a provider other than the school where the provider charges the school and
- a specialised educational program.

A school fee is directed to the purpose for which it is charged.

School fees for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity, due to the subsequent non-participation of a student, who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child’s non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

It is preferred that refunds be made as a credit against the student’s account at the school, and used to offset any future charges.

Department of Education and Training policy references:
- Education (General Provisions) Act 2006
- SCM-PR-002: School Excursions
- FNM-PR-019: State Education Fees
4. FACILITIES & SERVICES

USE OF FACILITIES
No person is permitted on school property without the permission of the Principal. We acknowledge that our school grounds are a community resource and like to see community members hiring our facilities for genuine purposes. Please contact the school office to request permission from the Principal to hire our facilities.

SPECIAL EDUCATION PROGRAM
- Special Education Programs provide support to students who have been verified with one or more of the following disabilities:
  - Hearing Impairment
  - Intellectual Disability
  - Speech Language Impairment
  - Autistic Spectrum Disorder
  - Physical Impairment
  - Visual Impairment
- An Individual Curriculum Plan is developed for students if they require curriculum to be taught and assessed below year level;
- Students are included in regular classrooms and may be withdrawn for individualised support as required;
- SEP teacher and teacher aide support is given in both the classroom and SEP;
- An Advisory Visiting Teacher service is available for students with a Physical Impairment and those with a Visual Impairment, Autistic Spectrum Disorder;
- An Occupational Therapist and Physiotherapist may also provide support.

SPECIALIST SERVICES
Warrigal Road State School receives support and regular service from a variety of specialists. These include:
- SUPPORT TEACHER LITERACY AND NUMERACY (STLaN)
  - Provides programs for students who qualify for learning support in collaboration with classroom teachers.
  - Provides assistance and advice to class teachers and parents regarding learning concerns.
- GUIDANCE OFFICER
  - Services primary school and SEP four days per week.
  - Conducts academic assessments.
  - Provides support and counselling for students, teachers and parents.
  - Assists teachers and parents with behaviour management programs.
- SPEECH-LANGUAGE PATHOLOGIST
  - Visits the school to provide support to a small group of students identified with high level speech and language needs.

5. COMMUNICATION

HOME/SCHOOL RELATIONSHIPS
The school regards a close parent/teacher/child relationship as essential in an effective learning process. Parents are encouraged to communicate regularly with classroom teachers at appropriate times. In this way, a child's progress can be carefully monitored, and any problems that may arise can be attended to promptly and rectified before major difficulties can develop. A child who is actively and happily at ease in his/her environment will learn readily and progress effectively.

Whilst we encourage parents to regularly communicate with classroom teachers, we expect that parents will extend the courtesy of making an appointment in advance for detailed discussions. Warrigal Road State School promotes home/school communication with:
- Parent Information Evenings
  Held early in Term One to present an overview of the year level work, proposed year level and/or class activities and individual class teachers’ management procedures.
- Parent – Teacher Interviews (Whole School)
  General parent-teacher interviews are organised to provide a verbal report on the progress of students at the end of Term One and the beginning of Term Three.

REPORTING
Report cards are sent home at the end of Term Two and at the end of Term Four. The interview and report supplement regular contact between the home and the school. Parents are encouraged to make an appointment to see the class teacher to discuss matters relating to their child’s education at any time throughout the school terms. Likewise, teachers are expected to contact parents to discuss matters at other times throughout the school year on an, as needed, basis.
Concerns with individual student’s behaviour will usually involve a discussion with the Principal or Deputy Principal. Reports issued throughout the year include:
- School Progress Report - A written record of a student’s progress is issued at the end of Term Two and Four. This report is then sent via email to the provided email address on enrolment.
- NAPLAN Testing (Term Two);
- Annual Report on Allocation of State Education (Term Four).

**SCHOOL ASSEMBLY**

The school assembly is hosted fortnightly to address sections of the school as follows:
- Week one of each term and last week of each term
  - Friday: 2:15 – 3:00pm → whole school
- Even weeks (thereafter):
  - Thursday: 2:00 – 3:00pm → Senior (Years 3 - 6)
  - Friday: 2:00 – 3:00pm → Junior (Prep – Year 2)

**NEWSLETTER**

The Warrigal Weekly is sent home electronically each Wednesday. Our school community is encouraged to read it, as it contains up-to-date information. It includes details of achievements, requests, forthcoming events, instructions and general advice of policy etc.

The newsletter can also be accessed via the school’s website.

Other letters sent electronically from the school include:
- **Year Level Term Overviews** – at the beginning of each Term.
- **Specific Class/Group/Team Letters** - Information on and permission for specific class, group or team activities, excursions etc.

**WEBSITE AND FACEBOOK**

The school’s website and Facebook pages provide important information about the school and are updated regularly.

**IMPORTANT STUDENT DETAILS**

On enrolment, all parents are asked to supply certain information, which is kept as a confidential record at the school. For the care and protection of your child, current information of the following is essential for school records:
- Change of name
- Home address
- Parents’ place of employment
- Home and work telephone numbers
- Emergency contacts (name and phone number)
- Change in serious medical conditions
- Alteration to custody arrangements (Custody papers must be sighted by the school and copies to be retained on file).

*Contact the school office for any changes to student/family information as needs arise.*

**6. HEALTH & SAFETY**

**IDENTIFICATION - STAFF BADGES**

For safety reasons, all school-based personnel have been issued with identification badges. Children should be wary of approaching any adult on campus who is not wearing a Warrigal Road State School identification badge. Parents are requested to reinforce this safety practice with their children.

**SUN SAFETY**

This is a sun safe school.
- Students are EXPECTED to wear a green sun-safe hat at break times, for physical education lessons and when playing sport outdoors (caps are not accepted);
- Sun visors may only be worn when playing netball;
- Students must wear a sun shirt (rash vest) during all water-based activities; including swimming lessons and water-based camps / excursions;
- In the event that a parent is unable to provide a swim shirt, students will be permitted to wear a T-shirt;
- Students are required to apply a broad spectrum, water-resistant sunscreen of SPF50+ to all uncovered areas of the skin during outdoor activities;
ILLNESS AND INJURY

The student attends the First Aid Room for assessment and monitoring of condition. A school record is kept of attendance in the First Aid Room.

- If symptoms are minor, the student will return to class when recovered;
- If the symptoms are serious, an attempt will be made to contact a parent or parent’s nominee (emergency contact person);
- If contact is made, the student will be released into the parent’s or nominee’s care;
- If contact cannot be made, the student’s condition will be monitored in the First Aid Room until contact is made.

FIRST AID

First aid is immediate, temporary treatment given by authorised staff in the event of illness, injury or accident. Staff are not permitted to carry out any further treatment. A Senior First Aid Certificate is held by a large number of staff.

EMERGENCIES

Parents will be contacted and/or the ambulance summoned if the situation is critical. After the emergency has been met, responsibility rests with the parent, ambulance or doctor notified. In cases where a student is hospitalised, the school should be notified, so that an accident investigation may be undertaken. CURRENT CONTACT PHONE NUMBERS ARE ESSENTIAL.

A school accident register is kept.

INFECTION DISEASES

Temporary Exclusion - Extract from Education Office Gazette 88.14.08

‘Students who are unwell should not be allowed to attend school … guidelines have been drawn up… on the premise that students who have been ill with an infectious disease will not return to school until they have fully recovered. The only exception to this rule is that students with certain skin diseases may return once appropriate treatment has commenced.’

Accordingly –

- Students contracting a communicable disease, or certain skin, hair or eye infection may be temporarily excluded.
- Parents should contact the school for conditions of exclusion.
- Common infections requiring exclusion – chicken pox, conjunctivitis (acute), glandular fever, measles and rubella (German measles), mumps, ringworm, scabies, school sores, whooping cough, human parvovirus.
- Additionally - Education Queensland requires the school to keep an Infectious Diseases Register. Please notify the office if your child contracts an infection such as the above.

MEDICATION

Some forms of medication may be administered at school by personnel authorised by the Principal. Such medication must be prescribed by a medical practitioner.

- Unless under prescription, analgesics will not be administered.
- Before medication can be administered the school requires –
  o Parents to fill out the “Request to Administer Medication” form available at the office. PLEASE DO NOT MAKE REQUESTS OF INDIVIDUAL CLASS TEACHERS TO ADMINISTER MEDICATION.
  o Administration instructions from the student’s medical practitioner in any of the following ways:
    ▪ a doctor’s letter
    ▪ a copy of the prescription
    ▪ sighting of the medication container showing instructions printed by the pharmacist according to the doctor’s prescription.
  o Medication to be clearly named and, if oral medication, in stated single dosage amounts.
- On occasions where parents do not provide staff with at least one of the three requirements above, all teachers and staff at school have been directed NOT to administer medication. In these cases, we will make every endeavour to contact the parents to inform them of non-administration and to discuss alternative measures.
- A record of all medication administered is held at the school.

The cooperation of parents with these guidelines is appreciated and they are requested not to expect school staff to operate outside of them.

ASTHMA

Students who are responsible for taking their own asthma medication at home should have ready access to their asthma medication during school hours, provided that written permission from a parent or legal guardian is presented to the school.

- Students are responsible for their inhalers at all times. It is not a requirement that inhalers be stored at the office as required for other medication.
- School First Aid Kits are equipped with asthma puffers for emergency situations.

ANAPHYLAXIS

Students with anaphylaxis are encouraged to wear a badge alerting teachers that they suffer from this life-threatening condition. Badges are available, at no cost to families, from the office.
7. CURRICULUM

PREPARATORY YEAR (PREP)
All Queensland children are able to access to a full-time preparatory year of education before starting Year One. The non-compulsory, preparatory year is offered in all state and private primary schools. Children need to be five years old by 30 June in the year they start Prep.

RESOURCE CENTRE
The Resource Centre is staffed five days per week by a teacher librarian and library teacher aide. The Resource Centre operates on an automated system for enquiry and circulation.
- Borrowing times are 8.30am Monday to Friday and open until 3.30pm on Monday, Wednesday and Thursday.
- Borrowing limits are
  - Prep - Year One: 1 book for 1 to 2 weeks
  - Years Two - Six: 2 books for 2 weeks
- When students do not respond to overdue notices, parents will be notified and may be requested to donate towards replacement books.
- Families transferring out of Warrigal Road State School should ensure that borrowed books are returned to the resource centre.
- Two book fairs are conducted each year to raise money for the resource centre. Children’s Book Week is celebrated in Term Four each year with activities, displays, competitions, book character parades and musicals.
- The Teacher Librarian promotes and administers the Premier’s Reading Challenge each year.
- The Resource Centre also has an Active Readers Club, Talking Books Club, Reciprocal Book Swap, Writer’s Workshop, Author Talks and School and Regional Readers’ Cup.

CURRICULUM ORGANISATION AND IMPLEMENTATION
- Warrigal Road State School derives its curriculum from ACARA (The Australian Curriculum, Assessment and Reporting Authority);
- The Australian Curriculum for Maths, English, Science, Geography and History was fully implemented in 2013;
- The other Key Learning Areas are catered for using the Essential Learnings and Standards derived from QCAR;
- All year levels work towards a common assessment task with a clear vision of standards and expectations, which are communicated to students and parents;
- Warrigal Road State School has a focus on differentiation, with the learning needs of all students recognised and catered for;
- Warrigal Road State School has an emphasis on identifying and extending students with various talents;
- The curriculum has a focus on higher order thinking and the Ways of Working, to ensure our students have the best opportunity to meet their full potential;
- Where possible a hands-on, inquiry model of teaching is adopted;
- The school is organised by year levels.

ASSESSMENT
- All units are assessed using predetermined criteria to identify student learning outcomes within a learning program;
- All criteria sheets have a five point grading scale to enable the teacher to allocate a rating on the report card;
- All students within a year level complete the same assessment task and are rated on the same criteria – real opportunities for equity and moderation exist;
- In Literacy and Numeracy, there has been significant movement towards standardising all tests given across the school, to ensure that regardless of the class students are assigned to, they will complete the same assessment;
- Writing samples are moderated throughout the year as well as any Maths Investigations.

HOMEWORK
Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in a child’s learning.
- See ‘Homework Policy’ in the Appendix.

DETENTION
Students may be detained as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for another breach of school discipline.

Students will not be detained for more than twenty minutes during the school recess or thirty minutes after the end of the school day.

Parents will be notified by the school, prior to the period of detention, if a child is to be detained after 3.00pm, so appropriate arrangements can be made.
- See Responsible Behaviour Plan for Students’ in the Appendix for more information about the school’s beliefs about behaviour and learning.
8. **EXTRA CURRICULA**

**INSTRUMENTAL MUSIC**

Instructors visit the school to teach strings, woodwind, brass and percussion.

- Instruction is given weekly in small groups in school time;
- String ensemble and concert band rehearsals are held before school from Wednesday to Friday.
- Students are assessed for entry into the string program at the end of year two and for the band program at the end of year three.
- A limited number of school instruments are available for loan for one year; however, a number of students loan the larger instruments for the period of instruction due to the high cost of these instruments.
- A Loan Agreement must be completed by the parent/s of a student borrowing a school instrument;
- An annually determined fee is payable to cover the cost of repairs and maintenance;
- An annually determined fee is payable to cover all competition entries, bus fare, music purchases, music folders, outside tutors for music camp etc;
- Both the student and his/her parent/s must sign a Student Contract for the year of instruction;
- Students join the String Orchestra or Concert Band in the first year in term two and term three, as they have some knowledge of their instruments. Students move to the next level of band based on ability on their instrument.
- The school has three concert bands and three strings ensembles which helps children find their particular level and enables them to achieve higher standards of playing.
- Students are expected to attend all out of school performances which parents are given detailed notification of.
- Students are expected to attend all instrumental lessons unless absent from school.

**CHORAL PROGRAM**

Warrigal Road offers an extensive choral program beginning in year two with the year two singing club. This begins later in term one, after the children have had the opportunity to settle back into the music classes. The year two singing club rehearsal is held at first break. The students remain in the room to ensure they have time to eat their lunch before returning to class. There is no levy for this group.

The year three singing club operates from term one and students join at the beginning of the year and, often, there is a second intake later in the year. They have successfully taken part in large choral festivals with other schools. They sing at school assemblies as well. This group has a lunch time rehearsal and eat their lunch with the conductor at the end of rehearsal. There is no levy for this group.

The junior choir is open to all students in year four and this rehearsal is held at first break. The students bring their lunch with them and eat this at the end of the rehearsal, to ensure we have a productive rehearsal and to ensure they have time to eat. This choir takes part in performances at school, in joint choral festivals and usually performs in at least one competition each year.

A senior choral program operates at Warrigal Road, which includes students from years five and six. Within this group, there is a chamber choir with a smaller number of students who undertake more difficult music and enter the program via the audition process. The senior choir is an “all comers” choir.

All students in the school from years five and six are eligible to be in the senior choir program, however, all students undergo an audition during the year. The choir performs at many venues and competitions throughout the year and have sung with adult choirs in Brisbane, with a number of other schools at Treble Voices Festival, and are frequently invited to be the guest children’s’ choir at major concerts. The senior choral program is usually involved in two competition type events each year. The senior choir members pay an annual levy to cover the costs of bus transport, music purchases, folder purchases and entry fees etc, for performances. Rehearsals for senior choir are held on Monday and Tuesday (usually sectional rehearsal for thirty minutes) and Chamber choir on Friday.

A boys’ chorus began at Warrigal Road in 2014 and is available to all boys in years four, five and six. This choir is particularly targeted at boys in the instrumental program, to allow them to develop their aural and pitch skills to a higher level. The boys rehearse on a Tuesday from 8.15 to 8.45am.

**MUSIC SUPPORT GROUP**

Warrigal Road music department has a music support group. This group is made up of a number of parents, whose children are in the instrumental or choral program. They meet approximately five times a year depending on events. This group provides an amazing support to the program and organise fundraising support for concerts and all events. Many of the members will volunteer to accompany a music teacher to a performance. This is a great group to become a member of in our school, as it allows parents who feel they cannot help their children in other ways, to help all the music students have great school concerts, school camps etc. This is a very harmonious group to join.

**STUDENT LEADERS**

At the end of each school year, school captains, sport house captains, music captains, ICT, library, LOTE and chess captains are elected from the current Year Five enrolments. Student leaders are expected to consistently demonstrate outstanding behaviour, show a positive attitude towards school and learning. They are also expected to show a willingness to support other students and help teaching staff wherever necessary. Other students are encouraged to be part of the senior leader program.
CITIZENSHIP PROGRAM
Throughout the school year, teachers are observant of acts of citizenship and personal growth exhibited by individuals. Recognition of six exemplary citizens from each class is made at a designated ceremony scheduled for June for Year Six students and November for the remainder of the students. From each class, one gold, two silver and three bronze badges will be awarded to worthy candidates. Candidates are entitled to wear their badge for the duration of their time at Warrigal Road State School. Badges are of a cumulative nature and can be worn from year to year. A different coloured badge is awarded each year. Replacement badges are available from the Office at a cost of $5.00.

RELIGIOUS INSTRUCTION
This school operates a Religious Education Program. Volunteers accredited to teach religion in schools visit the school each week. All students (except Prep students) are placed in either religious instruction or other instruction according to the information provided on the Application for Student Enrolment unless parents have provided other written instructions. Subsequent changes to your preferences around participation in Religious Instruction can be made in writing at any time and forwarded to the Principal.

9. SPORT

HOUSE SYSTEM
The house system is in operation for year level inter-house competitions. Students are assigned to one of the four houses when enrolling in our school. All students in a family are placed in the same house. New enrolments are allocated to houses on the basis of keeping house year levels as even as possible. Houses are –

- BEERWON Blue Swift
- GOONAWARRA Green Swan
- RAWLINNA Red Wind
- YINDI Yellow Sun

Houses participate in friendly competition throughout the year for points. Points are tallied and at the end of each carnival, the winning House is announced and the House name added to the School Shield.

INTERHOUSE ATHLETICS AND CROSS COUNTRY
Senior, Intermediate and Junior Athletics and Cross Country Carnivals are conducted annually.
- Senior Years Four to Six
- Intermediate Years Two and Three
- Junior Prep to Year One

All year levels are encouraged to participate in interhouse carnivals as part of their physical education program.
- House polo shirts are available from the uniform shop and should be worn for annual carnivals and other house competitions.

SPORT
Participation in all sport activities is strongly encouraged. Throughout the school year, we aim to have representation in a range of interschool sports.
- Students aged ten to twelve years may also be given the opportunity to trial for District Sporting teams, if they show a very high level of skill.
- In recent years these sports have included: Cross Country, Athletics, Swimming, Soccer, Netball, Tennis, Rugby League, Softball, Cricket, T-Ball, Basketball, AFL, Touch Football and Futsal. Children playing these sports need the permission of their parents, which is organised at the beginning of each Interschool Sports season. Furthermore, some of these sporting activities sometimes incur nominal costs (e.g. for transport and/or court hire). Parents are advised of these costs if and when they arise.

SWIMMING
Warrigal Road State School offers a subsidised swimming program for Prep to Year One students during the year as part of the Government ‘Learn to Swim’ program. Students are transported by bus to a local swimming facility. Students are provided with an intensive swimming program organised by qualified swimming instructors.

10. TRANSPORT
ENTRY & EXIT
CARS
• The lower car park is to be used by parents for the setting down or picking up of students irrespective of weather conditions.
• Only authorised personnel and taxis and cars picking up physically disabled students are permitted to enter the top staff car park.
• Drivers must pause only in the lower car park pick up and set down area (maximum two minutes). If leaving their vehicles, drivers must park elsewhere in the lower car park.
• Students coming from and going to the lower car park MUST NOT cut across the upper car park, but use the safety walk leading past the Special Education Program block.
• Additional pick up and set down points are located on Warrigal Road, Demigre Street and Daw Road (at the rear of the school grounds).

CYCLISTS AND PEDESTRIANS –
• Before and after school, all cyclists and pedestrians are to enter and exit from the school grounds by the following paths:
  o Daw Road Side – bicycle safety walk on that side of the school grounds or the townhouse walkway at the rear of the school.
  o Demigre Street Side – use the main front paths from the Administration Block or through the gate to the park in Demigre Street.
  o There is a school crossing supervisor on Demigre Street to service adults and children arriving and leaving before and after school.
  o Warrigal Road – use the main front paths.

BICYCLES AND SCOOTERS – Storage / Movement
• Students are required to walk bicycles and scooters within the grounds and on the front footpath.
• Bicycles must be stored in the bicycle compound - the fenced enclosure adjacent to the Administration Block.
• Scooters may be stored in classrooms or in the compound.
• Bicycles and scooters should be named.
• Bicycles and scooters are stored at the owners’ risk, as the compound is not under constant supervision.
• Locking of bicycles and scooters is advisable.

11. GETTING INVOLVED - VOLUNTEERS
CLASSROOM ASSISTANCE
At the beginning of the year, many teachers invite parents to register as voluntary helpers in the classroom. Parents can assist the class teacher in the following ways:
• On each visit, voluntary helpers should record their name and time of attendance in the Parent Helpers Sign-In Book, located in the office foyer and display a Parent Helper sticker badge on their person, whilst helping at the school.
• Listening to students read;
• Ready Readers Program;
• Helping with group activities;
• Typing students’ stories;
• Preparing materials for lessons;
• Providing additional adult supervision for excursions;
• Assisting during literacy block.

12. PARENTS’ & CITIZENS ASSOCIATION
P & C MEETINGS
The Parents’ and Citizens Association (P & C) meets on the fourth Wednesday of each month at 6.30pm in the staffroom. (Alterations to meeting times will be advertised in the School Newsletter).
• As the name suggests, all parents or other citizens interested in the welfare of the school are welcome. Membership of the Association is open to all parents and citizens over the age of eighteen years;
• While attendance at a meeting is open to any interested persons, it is necessary to register as a member of the Association to be able to propose motions and vote on issues;
• Anyone wishing to become a member of the Association should complete an Application Form (available from the office staff or at a P & C Meeting);
• Applications for Membership are approved at the end of monthly meetings;
• Office bearers for the following year are elected at the Annual General Meeting in February each year;
• The Association welcomes attendance at each monthly meeting and involvement in any of its subcommittees;
The P & C Association organises a number of fund raising ventures throughout the year to enhance the school's environment and resources. These have included the activity hall, classroom computers, musical, playground and sporting equipment, renovations to the resource centre and tuckshop, as well as school grounds enhancement.

**SCHOOL TUCKSHOP**

The school tuckshop is run by a subcommittee of the P&C Association. The tuckshop is managed by a paid convenor and a second paid assistant with voluntary help from parents on a daily basis for the sale of a wide range of hot and cold food items.

- Any parents who are able to assist should contact the convenor on 3340 5336 between 9.00am and 1.00pm Monday to Friday
- School uniforms and replacement stationery items are on sale from the Uniform/Bookshop Monday and Wednesday of each week between 8.00am and 10.00am;
- A food price list is issued during the first week of school each year. Any changes to this list are published in the school newsletter;
- **PROCEDURE FOR ORDERING LUNCHES**
  - Orders should be written on paper bags. Use separate bags for FIRST and SECOND BREAK and hot or cold items, and marked with – STUDENT NAME / CLASS / ORDER;
  - Paper bags with payment enclosed should be delivered directly to the tuckshop when the student arrives at school;
- The cooperation of parents is sought in not allowing students to bring large amounts of money to spend at the tuckshop. Tuckshop staff will report to the Administration instances of unusually large spending by students, so that verification may be sought from parents;
- As an emergency measure, students who have forgotten or lost their lunch or lunch money may apply at the office for a lunch order replacement slip. A simple replacement item of food will be supplied by the tuckshop and the parents notified of the cost owing. Payment should be made to the tuckshop the following day.

**13. OUTSIDE SCHOOL HOURS CARE OHSC**

Outside School Hours Care is provided by YMCA and takes place in the school hall before school, after school and during school vacations, and consists of care for Prep and Years One to Six.

The program is conducted by qualified and experienced educators. OSHC provides a place where children can play, relax or extend their academic potential in a safe, caring and stimulating environment, complementing the academic program at Warrigal Road State School.

**THE PROGRAM OFFERS**

- Engagement in meaningful real-life and life-like experiences which recognises the individual interests and needs of the children in our care, in a supportive and stimulating environment;
- A holistic approach in the enhancement of each child’s social, emotional, physical, spiritual and cognitive development, through play and leisure;
- Positive reinforcement and effective role modelling by educators, to encourage appropriate behaviour

We align ourselves with the standards and assessment of Australian Children’s Education and Care Quality Authority (ACECQA) Framework.

- Quality Area 1 : Educational program and practice
- Quality Area 2 : Children’s health and safety
- Quality Area 3 : Physical Environment
- Quality Area 4 : Staff arrangements
- Quality Area 5 : Relationships with students
- Quality Area 6 : Collaborative partnerships with families and communities
- Quality Area 7 : Leadership and service management

**FEES**

- Fees for Before and After School Care:
  - Before School Care – $11.50 per child
  - After School Care – $15.45 per child

**FEES FOR VACATION CARE AND STUDENT FREE DAYS**
A Vacation Care Program is provided for Prep – Year Six children during school holidays and student free days from 6.30am until 6.00pm each day. The program of daily activities is available three weeks before the start of each holiday. Fees are $41.00 per child.

- Fee range for excursions - daily fee of $41 + $20.00 for excursion
- Fee range for incursions - daily fee of $41 + $10.00 for incursion

LATE FEES
A late fee of $10.00 per family will be charged after 6:00pm for the first ten minutes and a charge of $1.00 per minute after that.

CHILDCARE BENEFIT
- Outside School Hours Care is an Approved Child Care Provider. As such, you MAY be eligible to receive some Child Care Benefit. In order to claim reimbursement, it is necessary for families to be assessed for Child Care Benefit at Centrelink/Family Assistance Office.

For further information about our OSHC program and bookings please contact the Co-ordinator Tracey via email (awr@ymca.org.au) or by phone 0477 767 984.

APPENDIX

(i) STUDENTS ATTENDANCE POLICY

It is an expectation of the Warrigal Road State School Community – the P & C, the Principal and staff – that all students abide by the Student Attendance Policy. A parent / caregiver Application for Student Enrolment at Warrigal Road State School is taken as acceptance of this policy.

RATIONALE
Parents of children of compulsory school age have a legal obligation to ensure that their children are enrolled in school and attend for every day of the educational program in which they are enrolled. The duration and location of a student’s educational program is determined by the school and may include sites other than the school site, for example, sporting grounds or museums.

Any time, during which a student is not attending or participating in their educational program is considered an absence and requires explanation. Parents comply with their compulsory schooling obligation by providing a satisfactory reason for a student's absence.

ABSENCES
In the event that a student is absent, parents are required to phone the Student Absence Hotline on 3340 5360. This message bank is in operation 24 hours a day. Please speak clearly and leave the Student's Name, Class and Reason for Absence. Alternatively, you may email absences@warrroadss.eq.edu.au.

EXPLAINED ABSENCES
A decision is then made by the school about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to ten days due to illness. Professional judgement is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration:

- A student’s past attendance record;
- A student’s particular circumstances.

Absences, for which a satisfactory reason has been provided, are considered explained absences, and the student's enrolment in compulsory schooling or compulsory participation is viewed as continuous.

UNEXPLAINED ABSENCES
Where a reason given is not satisfactory, the parents of the student are informed. An absence for which a satisfactory reason has not been provided is considered an unexplained absence. Processes are implemented when an unexplained absence persists for more than ten consecutive school days.

While the school implements processes to enforce the compulsory schooling and compulsory participation provisions, the student remains enrolled and marked as an unexplained absence. The student remains on the roll unless:

- the student resumes attendance at another school and their enrolment is transferred, or
- the student resumes participation in a different eligible option and their enrolment is transferred.

When a student is absent, or plans to be absent, for more than ten consecutive school days for any reason, the parent complies with their obligations in respect to compulsory schooling or compulsory participation by either:

- seeking an exemption from their obligation, or
by negotiating with the principal to make an program; or
seeking to arrange a flexible arrangement for the student;
informing the school office of any other reason for extended absence.

LATE ARRIVAL AND EARLY DEPARTURE
Students who arrive late, after 8.55am, are required to visit the office to collect a late arrival slip before moving off to their classroom. Students who are departing early must be signed out at the office, before leaving the school grounds. An early departure slip is to be given to the classroom teacher, upon collection of the child.
No slip – no departure.

LATE COLLECTION FROM SCHOOL
After 3:30pm, students not collected at the pickup zones are walked to the office. Parents collecting these students are required to sign them out.

PARTIAL ATTENDANCE WITHIN A SCHOOL DAY
Requests to the Principal for permission for a student to leave the school grounds, or other educational site, for a short period of time can be made. Professional judgment is exercised as to whether or not the reason provided for the planned absence is satisfactory. Students may not leave the school grounds or educational site if the reason provided is not considered satisfactory – this is determined by the Principal or delegated officer.

Consideration of the reason for leaving school grounds includes:
- any risks that might be associated with the student leaving the school grounds or educational site,
- any potential impact on their learning program; and
- who will assume duty of care for the student during their absence.

If a student leaves the school site without providing a satisfactory reason for their absence, their absence is to be recorded as an unexplained absence and coded accordingly on the School Management System. Where students repeatedly leave the school grounds or educational site without providing a satisfactory reason, procedures may be initiated in terms of Enforcement of Compulsory Schooling or Compulsory Participation.

RESPONSIBILITIES

PARENTS / CAREGIVERS
- Ensure their child of compulsory school age attends school on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse;
- Ensure their child in the compulsory participation phase fulfills the requirements of their eligible option;
- Advise school, preferably in writing, of the reason for any absences, if not beforehand then within two days of the student's return to school;
- Initiate or attend meetings to discuss their child's attendance or participation in their educational program;
- Negotiate with the school, where appropriate, alterations to their child's educational program or flexible arrangements to best meet the needs of the child;
- Apply for an exemption for their child for non-attendance at school for a stated or indefinite period where the child's attendance at school is impossible or should not be reasonably required;
- Are not to employ their child, or allow the child to be employed during the time the child is required to attend a State or non-State school, unless the parent provides a satisfactory reason. This prohibition includes any calling carried on by the parent of the child by way of trade or gain. However, this does not include any employment under an approved flexible arrangement or under a recognised apprenticeship or traineeship.

TEACHERS
- Keep attendance records and monitor attendance and absenteeism of enrolled students;
- Alert the principal (or delegate) when a student's absence is unexplained or when concerned that the explanation may be unsatisfactory;
- Refer a student to the Guidance Officer if concerned that welfare issues may be impacting on attendance.

PRINCIPAL
- Implement strategies to promote attendance and engagement during compulsory schooling or compulsory participation;
- Approve alterations to a student's educational program after consultation with parents and school personnel;
- Where there is reasonable cause to suspect that a child is not enrolled in or attending an educational program, or participating full-time in an eligible option during the compulsory participation phase, make reasonable attempts to verify the situation;
- Ensure processes are implemented to effectively monitor and manage student absences according to current legislation;
- Make multiple attempts to contact parent/s through a range of approaches such as by telephone as well as through the formal letters as provided here, taking into consideration the parent/s' social, linguistic and cultural backgrounds;
- Keep records of all attempts made to contact parents;
- Where a student is frequently absent, with or without a satisfactory reason, consider whether an adjustment to the student's educational program or a flexible arrangement would better suit the student's needs.
Noting that non-attendance alone is insufficient reason, notify the Department of Child Safety, in accordance with SMS-PR-012: Student Protection, where there is reasonable cause to suspect that a student's non-attendance is associated with risk of harm to the child.

(ii) SCHOOL DRESS CODE POLICY

It is an expectation of the Warrigal Road State School Community – the Parents’ & Citizens Association (P & C), the Principal and staff – that all students abide by the School Dress Code Policy. A parent / caregiver Application for Student Enrolment at Warrigal Road State School is taken as acceptance of this policy.

RATIONALE
Our School Community believes that the Dress Code requirement is important in developing a sense of identity and pride for our students. It aligns with the general expectation in today’s workforce where, in most instances, there is an established Dress Code at the work site. For students, this school is their work site.

Our Uniform:
- Caters for all students in the school community in a manner sensitive to gender and local cultural and social issues;
- Meets requirements of occupational health and safety, anti-discrimination and equal opportunity legislation;
- Promotes the health and safety of students by identifying items necessary for particular activities eg. Items for sun protection;
- Provides girls and boys with equal access to the full range of school activities;

PURPOSE
- The wearing of school uniforms by students of Warrigal Road State School will assist the school community to:
  - Define an identity for the school within its community;
  - Develop students’ sense of belonging to the school community;
  - Provide an opportunity to build school spirit;
  - Enhance the health and safety of students when involved in school activities;
  - Promote a sense of inclusiveness, non-discrimination and equal opportunity;
  - Reinforce the perception of the school as an ordered and safe environment;
  - Increase the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school;
  - Make school clothing more affordable for families by eliminating the risk of peer pressure to wear fashionable and expensive clothes.

HEALTH AND SAFETY LEGISLATION
The school must ensure that students are not exposed to risks to their health & safety and must take steps to identify and eliminate or control such risks.

Our School Community:
- Requires students to wear appropriate footwear or other protective clothing as to avoid injury;
- Requires students to wear a hat for outside activities when appropriate;
- Requires that jewellery or other items that could, with reasonable foreseeability, cause an injury to themselves or other students are not worn.

COMPLIANCE
- The formal uniform is to be worn on the day of the week that the student has assembly, that is, Years Three to Six wear the formal uniform on Thursdays; and Prep to Year Two wear the formal uniform on Fridays. Formal uniforms may be worn more on other days, but must be worn on these compulsory days. The formal uniform is to be worn on all school excursions.
- Sports uniform, showing your House colour, is to be worn on the day of Health and Physical Education lessons. The everyday polo shirt may be worn other days. The expectation is that all students will be compliant with the process within the two year “phase in” period of the new uniform, commencing January 2015.
- Students may participate in Music or Sports programs which require a specific performance uniform. Supervisors of these programs will notify parents and uniforms will be loaned to students for the duration of their extra-curricular program with a bond.
- Hair styles and colours are to be of a conservative nature in order not to draw unnecessary attention to the student.

NON-COMPLIANCE
The school may impose a sanction in the event of non-compliance which is limited to one of the following:
- Imposing a detention for a student during lunch or after school;
- Preventing a student from attending or participating in any school activity that is not an essential school educational program;
• Preventing a student from attending or participating in, any activity for which the student is representing the school.
• Parents will be informed of a student’s non-compliance through the normal channels of home-school communication.

UNIFORM SHOP
The current range of school dress items can be viewed and purchased at the school uniform shop. Refer to the Uniform Price List for opening times.

HATS / SUNSCREEN / SWIM SHIRTS
• Hats and sunscreen must be worn while students are participating in lessons, coaching or recreational activities outside the classroom;
• Swim shirts must be worn by Prep to Year Six students during all water-based activities including swimming lessons. The wearing of swim shirts will also be enforced on camps and excursions where water-based activities are involved;
• If parents are unable to provide a swim shirt, the wearing of a T-shirt is permitted.

JEWELLERY
PERMITTED ITEMS
• Watch;
• Small religious symbols which do not pose a safety risk to students are acceptable.
• Earrings – sleepers or studs;
• For safety reasons, students may be asked to remove large chains or leather necklaces which may act as choking devices when students are involved in a sport or a gross motor activity;

NOT PERMITTED
• Thongs or open footwear which does not permit students to actively participate in lessons or sport or protect feet during educational activities.

PARENTS’ & CITIZENS ASSOCIATION ENDORSEMENT
The Parents & Citizens Association (P & C) of Warrigal Road State School resolves that it supports a student dress code for Warrigal Road State School because it believes that a student dress code promotes objectives of the Education (General Provisions) Bill 2006. In particular, the P & C of Warrigal Road State School supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:
• Ready identification of students and non-students at the school;
• Eliminating distraction of competition in dress and fashion at school;
• Fostering a sense of belonging; and
• Developing mutual respect among students through minimising visible evidence of economic or social differences.

(iii) HOMEWORK POLICY
It is an expectation of the Warrigal Road State School Community – P & C, the Principal and staff – that all students abide by the Homework Policy. A parent / caregiver Application for Student Enrolment at Warrigal Road State School is taken as acceptance of this policy.

RATIONALE
Our School Community believes that homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

Homework that enhances student learning:
• Is purposeful and relevant to student needs;
• Is appropriate to the phase of learning (early, middle and senior);
• Is appropriate to the capability of the student;
• Develops the student’s independence as a learner;
• Is varied, challenging and clearly related to class work;
• Allows for student commitment to recreational, employment, family and cultural activities.

PURPOSE
Homework can engage students in independent learning to complement work undertaken in class through:
• Revision and critical reflection to consolidate learning (practising for mastery);
• Applying knowledge and skills in new contexts (a topic of interest, an authentic local issue);
• Pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making);
• Preparing for forthcoming classroom learning (collecting relevant materials, items, information).
RESPONSIBILITIES
TEACHERS
Teachers can help students establish a routine of regular, independent study by:
- Ensuring the WRSS Homework Policy is implemented;
- Setting homework on a regular basis;
- Clearly communicating the purpose, benefits and expectations of all homework;
- Checking homework regularly and providing timely and useful feedback;
- Using homework that is varied, challenging and directly related to class work and appropriate to students’ learning needs;
- Explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practise these strategies through homework;
- Giving consideration to other academic and personal development activities that students could be engaged in when setting homework;
- Discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.

STUDENTS
Students can take responsibility for their own learning by:
- Being aware of the WRSS Homework Policy;
- Discussing with their parents or caregivers homework expectations;
- Accepting responsibility for the completion of homework tasks within set time frames;
- Following up on comments made by teachers;
- Seeking assistance when difficulties arise;
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities.

PARENTS AND CAREGIVERS
Parents and caregivers can help their children by:
- Reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity;
- Helping them to complete tasks by discussing key questions or directing them to resources;
- Encouraging them to organise their time and take responsibility for their learning;
- Encouraging them to read and to take interest in and discuss current local, national and international events;
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities;
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to homework.

NON-COMPLIANCE
The school can impose a sanction in the event of non-compliance which is limited to one of the following:
- Imposing a detention for a student during lunch or after school;
- Preventing a student from attending or participating in any school activity that is not an essential school educational program.
- Parents will be informed of a student’s non-compliance through the normal channels of home-school communication.

PARENTS’ & CITIZENS ASSOCIATION ENDORSEMENT
The P & C of Warrigal Road State School resolves that it supports the Homework Policy for Warrigal Road State School because it believes regular homework promotes the development of organisational habits and lifelong learning skills.

In particular, the P & C of Warrigal Road State School supports the involvement of parents in the development of good homework organisation habits while developing knowledge of a student’s curriculum program.

(iv) INFORMATION COMPUTER TECHNOLOGY (ICT) POLICY
It is an expectation of the Warrigal Road State School Community – P & C, the Principal and Staff – that all students abide by the Appropriate Use of Mobile Telephones & other Electronic Equipment by Students Policy. A parent / caregiver application to enrol at Warrigal Road State School is taken as acceptance of this policy.

RATIONALE
The use of mobile phones and similar electronic devices in class is disruptive to the learning environment of all students and must not be used. Students wishing to use these devices in special circumstances should negotiate arrangements with their teacher, deputy principal or principal.
**IMPLICATIONS**
It is acknowledged that there are times when it is beneficial for students to have access to a mobile phone eg. Contact parents for emergencies or confirm pick ups. It is for this reason they are not banned, but it must be understood they are brought into school at the child’s risk.

Mobiles are not to be turned on during school hours, without the express permission of the teacher. If mobiles are turned on in school hours, they will be placed in the strong room until 3:00pm. If this happens a second time, they will be placed in the strong room until the Principal or delegate discusses the issue with the relevant parent.

‘In phone’ cameras are not to be used anywhere a normal camera would be considered inappropriate. This policy also applies to students during school excursions, camps and extra-curricular activities.

**RESPONSIBILITIES**
- Mobile telephones and other electronic equipment are used at their owners’ risk.
- No liability will be accepted by Warrigal Road State School in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school’s negligence.
- Teachers are not to look after them or take responsibility for their safe keeping.
- Students wanting their mobile in safe keeping must give them into the office to be placed in the strong room.

**NON-COMPLIANCE**
- Appropriate action will be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages.
- Disciplinary action will be taken against any student who uses a mobile phone to harass or bully another student or staff member. See the Responsible Behaviour Plan.

---

**(v) RESPONSIBLE BEHAVIOUR PLAN**

Based on Education Queensland’s *The Code of School Behaviour*

**PURPOSE**
Warrigal Road State School is an inclusive school that welcomes and supports children from all over the world. It is a school though, that has high expectations of parents and students. Our school expects students to participate in school activities to the best of their ability. It expects students and parents to support its values and beliefs. All in the school community must support our behaviour code of conduct. Teachers expect and receive parent support. As young children cannot be considered apart from their family, parent involvement is an important part of school life.

This school assists in developing social cohesion by preserving Australian culture and tradition. We prepare students to participate in: community life, economic life and political life. Students are expected to be tolerant and disciplined. They need to be confident and accepting of other cultures here in the school and in the community. This school will not accept racial intolerance from any individual or group. This school develops a sense of belonging amongst its students. We aim to optimise students’ potential and develop leadership skills.

Warrigal Road State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

**CONSULTATION AND DATA REVIEW**
Warrigal Road State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings.

The Plan was endorsed by the Principal and the President of the Parents’ and Citizens Association.

**LEARNING AND BEHAVIOUR STATEMENT**
All areas of Warrigal Road State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Warrigal Road State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
Be safe
Be responsible
Be respectful
Be an Active Learner.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

UNIVERSAL BEHAVIOUR SUPPORT
The first step in facilitating standards of positive behaviour is communicating those standards to all students.

At Warrigal Road State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
# Warrigal Road State School Behaviour Matrix

**“BE THE BEST YOU CAN BE!”**

## Expectations

### Whole School

- I am honest and trustworthy
- I am responsible for my behaviour and actions
- I am a positive role model
- I take responsibility for solving my own problems
- I wear the correct uniform with pride
- I attend school every day
- I am punctual to school and class
- I take school notes home

### Classroom

- I follow adult directions
- I respect others right to learn
- I care for property
- I raise my hand to speak
- I use positive language
- I enter and exit a room in an orderly manner
- I encourage and support others

### Be Responsible

- I am honest and trustworthy
- I am responsible for my behaviour and actions
- I am a positive role model
- I take responsibility for solving my own problems
- I wear the correct uniform with pride
- I attend school every day
- I am punctual to school and class
- I take school notes home

### Be Respectful

- I treat others the way I want to be treated
- I follow adult instructions promptly
- I use polite language
- I include, encourage and support others
- I use manners when entering any classroom
- I keep noise to an appropriate level
- I listen to others who are speaking
- I use equipment appropriately
- I respect and allow personal space of others
- I keep all areas tidy

### Be Safe

- I keep my hands and feet to myself
- I model sensible behaviour
- I walk when moving around school
- I solve problems with my words
- I wear appropriate jewellery – only watches, religious necklaces, sleepers and studs
- I use equipment appropriately
- I walk my bike and scooter in the school grounds and at road crossings

### Be an Active Learner

- I am an active listener
- I always participate and give 100%
- I ask for help
- I focus on the task at hand
- I am always prepared

### Arrival/Departure

- I follow adult directions
- I respect others right to learn
- I care for property
- I raise my hand to speak
- I use positive language
- I enter and exit a room in an orderly manner
- I encourage and support others

### Transition/Lining Up

- I follow adult directions
- I respect others right to learn
- I care for property
- I raise my hand to speak
- I use positive language
- I enter and exit a room in an orderly manner
- I encourage and support others

### Eating Areas

- I ask permission to leave
- I keep eating areas clean and tidy
- I eat my own food
- I keep noise to an appropriate level
- I follow adult instructions
- I move promptly to designated area

### Tuckshop

- I use manners
- I line up quietly
- I follow adult instructions

### Playground

- I invite others to join in
- I share and use equipment appropriately
- I use positive language
- I consider others
- I respect the environment

### Toilets

- I respect privacy of others
- I keep the toilets clean and tidy

### Off Campus

- I treat others the way I want to be treated
- I care for all property
- I show pride in self and school
- I follow adult instructions
- I listen to others who are speaking
- I am a good sport
- I am courteous to everyone
- I walk quietly and appropriately when moving around the school

### ICT’s

- I only use appropriate language when entering information or emailing
### Be Responsible

- *I keep the classroom tidy*  
  *I am prepared for lessons*  
  *I return library books on time and in good condition*

- *I sit quietly at the tuckshop/outside library before school until instructed to go to the classroom at 8.45 am.*  
  *I am at class by 8.50 am*  
  *I place my bike, scooter or skateboard in the correct location*  
  *I report to the office if late and return to the classroom with a late note.*

- *I walk with a buddy when I leave the classroom*  
  *I collect my lunch box at the end of the break*  
  *I order lunch before school*  
  *I only buy food for myself*  
  *I take turns*  
  *I report any problems*  
  *I play in the correct area*  
  *I flush the toilet*  
  *I return to class promptly*  
  *I am organised*  
  *I look after equipment and my own belongings*  
  *I take responsibility for my behaviour and actions*  
  *I wear my uniform with pride*  
  *I ensure that my teacher knows where I am at all times*  
  *I ensure that all permission notes are returned and money is paid on time*  
  *I am an appropriate role model*  
  *I help to pack and carry equipment*  
  *I wear my sun safe hat and shoes at all times*  
  *I keep my hands, feet and objects to myself*  
  *I am water wise and turn off taps*  
  *I am a listener*  
  *I involve myself in the learning experience*  
  *I am a reflective thinker*  
  *I show interest*  
  *I accept umpires decisions as final*  
  *I only access appropriate sites*  
  *I use the internet to research school based topics only*  
  *I follow teacher direction when using the internet*  
  *If I am unsure I ask an adult for assistance*  

### Be Safe

- *I use equipment safely*  
  *I use furniture appropriately*  
  *I ask permission to leave the room*  
  *I am in the classroom only when a teacher is present*  
  *I sit correctly on my chair*  
  *I use the crossing*  
  *I follow road rules*  
  *I have written permission when leaving the school grounds early and am signed out at the office*  
  *I arrive and leave school promptly*  
  *I walk my bike or scooter in school grounds*  
  *I keep to the left of the walkways*  
  *I will wait quietly in the appropriate area*  
  *I sit while eating*  
  *I eat my own food*  
  *I use my own drink bottle*  
  *I wait my turn*  
  *I hand money/equipment to the volunteer*  
  *I use equipment safely*  
  *I play school approved games*  
  *I am in the appropriate areas*  
  *I will walk on concrete*  
  *I wear my sun safe hat and shoes at all times*  
  *I keep my hands, feet and objects to myself*  
  *I ask permission*  
  *I take a buddy*  
  *I wash my hands with soap and water*  
  *I use toilets appropriately*  
  *I look after my buddy*  
  *I stay alert*  
  *I stay with the group*  
  *I wear my sun safe uniform*  
  *I only access appropriate sites*  
  *I search for appropriate information or images appear and inform the nearest adult quietly and immediately*

### Be an Active Learner

- *I am organised and have my equipment ready*  
  *I participate fully in group or individual activities*  
  *I take turns*  
  *I listen to others when they speak*  
  *I complete my homework and hand in work on time*  
  *I keep noise to an appropriate level*  
  *I follow adult instructions*  
  *I move to designated areas promptly*  
  *I return to class on time, ready to learn*  
  *I use hygienic practices*  
  *I make healthy choices*  
  *I learn new games and activities*  
  *I play by the rules*  
  *I interact appropriately with others*  
  *I invite others to join in our games*  
  *I am water wise and turn off taps*  
  *I am a listener*  
  *I involve myself in the learning experience*  
  *I am a reflective thinker*  
  *I show interest*  
  *I accept umpires decisions as final*  
  *I only access appropriate sites*  
  *I use the internet to research school based topics only*  
  *I follow teacher direction when using the internet*  
  *If I am unsure I ask an adult for assistance*
These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Warrigal Road State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Warrigal Road State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:
- The USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL (Attachment 1);
- PROCEDURES FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (Attachment 2); and
- APPROPRIATE USE OF SOCIAL MEDIA (Attachment 3)

REINFORCING EXPECTED SCHOOL BEHAVIOUR

CONTINUUM OF EXPECTATION (Attachment 4)
At Warrigal Road State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A focus school expectation and behaviour is introduced and explained on the first assembly of the term. The following week an explicit lesson is conducted by the relevant deputy principals in each of their sector classrooms. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Awards are given to students fortnightly on assembly and a special assembly is organised each year to recognise those students with leadership qualities.

WARRIGAL ROAD STATE SCHOOL’S POSITIVE BEHAVIOUR STRATEGIES INCLUDE
- An email or phone call to parents - to communicate positive behaviours of students in each teacher’s classroom.
- Warrigal Road’s dingo grams - sent to parents celebrating positive behaviour of their child once the student reaches centre of the target.
- Certificates representing the term expectation presented fortnightly on assemblies.
- Displays of students’ work – at vantage point identifies throughout the school.

POSITIVE BEHAVIOURS ARE REWARDED USING THE CLASS TARGET AND STICKER SYSTEM

THE TARGET (right):
Students are moved in one rung of the target for the display of positive behaviour.
Movement of a student’s avatar towards the centre of the target is at the discretion of the teacher.
NO STUDENT CAN BE MOVED BACKWARDS FOR NEGATIVE BEHAVIOUR (the roadway is used for this purpose). If a student reaches the centre of the target, their parents will receive a dingo-gram celebrating their child’s outstanding behaviour. The goal of each child is to reach the centre on at least three occasions per term.

RESPONDING TO UNACCEPTABLE BEHAVIOUR
RE-DIRECTING LOW LEVEL AND INFREQUENT PROBLEM BEHAVIOUR
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.
Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified, so as to align with the expectations of our school community.
TARGETED BEHAVIOUR SUPPORT
Each year a small number of students at Warrigal Road State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

- Students accepted into the Social Skills Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

- The Social Skills Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

- Students whose behaviour does not improve after participation in the Social Skills Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

INTENSIVE BEHAVIOUR SUPPORT: WRSS BEHAVIOUR SUPPORT SCHOOL BASED TEAM
Warrigal Road State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The WRSS Behaviour Support School based Team:
- may facilitate a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The WRSS Behaviour Support School based Team has a simple and quick referral system in place. Following referral to the SNAC committee, the Key Teacher Behaviour Management begins the assessment and support process, often in consultation with the school Guidance Officer. In some instances, the school based support team may include individuals from other agencies working with the student and their family and a representative from the school’s administration. (The school based team consists of – Principal, Deputy Principal, Guidance Officer, EAL/D, STLaN’s, SLP and KT Behaviour Management.)

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR
Warrigal Road State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A MAJOR INCIDENT REFERRAL FORM (Attachment 5) is used to record all major problem behaviour. Teachers also record minor behaviours in duty folders. The recording of three minor behaviours constitutes a major behaviour.

MINOR AND MAJOR BEHAVIOURS
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

Minor problem behaviour is handled by staff members at the time it happens.

Major problem behaviour is referred directly to the school Administration team using the school yellow referral form.

Minor behaviours are those that:
- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  - names the behaviour that the student is displaying;
  - asks the student to name expected school behaviour;
  - states and explains expected school behaviour if necessary; and
  - gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.
Major behaviours result in an immediate referral to Administration because of their seriousness. When a major behaviour problem occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:
- Level One: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school; and/or
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

THE FOLLOWING TABLE OUTLINES EXAMPLES OF MINOR AND MAJOR PROBLEM BEHAVIOURS

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Persistently ignoring instructions to run/climb</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Persistently out of bounds</td>
</tr>
<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Possession of weapons</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Persistently playing in toilets</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (for example, pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td>• Fighting</td>
</tr>
<tr>
<td>Correct Uniform</td>
<td>• Not wearing a hat in playground</td>
<td>• Persistently not having a hat</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td>Other</td>
<td>• Use of personal technology devices unsupervised or at inappropriate times.</td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty (lying about involvement in a low-level incident)</td>
<td>• Major dishonesty that has a negative impact on others</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone or personal</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>technology devices</td>
<td>(written permission from an authorised staff member)</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Being Responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language (including while</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td>online)</td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
</tbody>
</table>

27
<table>
<thead>
<tr>
<th>Being an Active Learner</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In the classroom</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
</tr>
<tr>
<td></td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td></td>
<td>• Not playing fairly</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / victimisation/ harassment</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td></td>
<td>• Major bullying / victimisation /harassment</td>
</tr>
<tr>
<td></td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td><strong>Around the playground</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not being ready for lessons</td>
</tr>
<tr>
<td></td>
<td>• Not being engaged</td>
</tr>
<tr>
<td></td>
<td>• Disrupting others’ learning</td>
</tr>
<tr>
<td></td>
<td>• Talking to others while teacher is instructing</td>
</tr>
<tr>
<td></td>
<td>• Forgetting homework/uncompleted work</td>
</tr>
<tr>
<td></td>
<td>• Late to class</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of ICT- not for learning</td>
</tr>
<tr>
<td></td>
<td>• Repeated and consistent minor behaviours</td>
</tr>
<tr>
<td></td>
<td>• Consistently refusing to participate in learning activities eg specialist lessons</td>
</tr>
<tr>
<td></td>
<td>• Consistently distracting others to gain peer attention</td>
</tr>
<tr>
<td></td>
<td>• Active refusal to attempt tasks</td>
</tr>
<tr>
<td></td>
<td>• Persistently using ICT inappropriately – not for learning.w3</td>
</tr>
<tr>
<td></td>
<td>• Not appropriately interacting with others</td>
</tr>
<tr>
<td></td>
<td>• Not following playground rules</td>
</tr>
<tr>
<td></td>
<td>• Not following the agreed/accepted rules of a game.</td>
</tr>
</tbody>
</table>

**RELATE PROBLEM BEHAVIOURS TO EXPECTED SCHOOL BEHAVIOURS**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**ENSURING CONSISTENT RESPONSES TO PROBLEM BEHAVIOUR**

At Warrigal Road State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

**EMERGENCY OR CRITICAL INCIDENT RESPONSES**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**BASIC DEFUSING STRATEGIES**

- Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
• Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

FOLLOW THROUGH
If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

DEBRIEF
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

PHYSICAL INTERVENTION
Staff may make legitimate use of physical intervention, if all non-physical interventions have been exhausted and a student is:
• physically assaulting another student or staff member; or
• posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Warrigal Road State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
• physical intervention cannot be used as a form of punishment;
• physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
• property destruction;
• school disruption;
• refusal to comply;
• verbal threats; and
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances;
• be in proportion to the circumstances of the incident;
• always be the minimum force needed to achieve the desired result; and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping
• Each instance involving the use of physical intervention must be formally documented. The processes can be found online at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx

NETWORK OF STUDENT SUPPORT
Students at Warrigal Road State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
• Parents
• Teachers
• Support Staff
• Administration Staff
• Guidance Officer
• Senior Guidance Officer

External support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre
CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Warrigal Road State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socio economic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

RELATED POLICIES AND PROCEDURES

- Statement of expectations for a disciplined school environment policy
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

SOME RELATED RESOURCES

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
ATTACHMENT 1

THE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

CERTAIN PERSONAL TECHNOLOGY DEVICES BANNED FROM SCHOOL
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

CONFISCATION
Mobile phones are for emergency use only. Other electronic devices are to be used in accordance with educational needs as permitted by the principal. Any breaches of general school policy involving electronic devices may mean temporary confiscation of the device.

PERSONAL TECHNOLOGY DEVICE ETIQUETTE
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images
- Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.
- We uphold the value of trust and the right to privacy at Warrigal Road State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc), for the purpose of dissemination among the student body, or outside the school, by any means (including distribution by phone or internet posting), builds a culture of distrust and disharmony.
- Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.
- A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
- Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.
- Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.
- Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

TEXT COMMUNICATION
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

ASSUMPTION OF CHEATING
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.
RECORDING PRIVATE CONVERSATIONS AND THE **INVASION OF PRIVACY ACT 1971**

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**SPECIAL CIRCUMSTANCES ARRANGEMENT**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

**ATTACHMENT 2**

**SCHOOL POLICY FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)**

**PURPOSE**

All schools in Queensland are committed to taking action to protect students from bullying and to respond appropriately when bullying does occur.

Warrigal Road State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Warrigal Road State School. Research indicates that both those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Warrigal Road State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Warrigal Road State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**RATIONALE**

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Warrigal Road State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
PREVENTION

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the four school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systematic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Warrigal Road State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Warrigal Road State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

ATTACHMENT 3

APPROPRIATE USE OF SOCIAL MEDIA

Warrigal Road State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

- When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.
- Warrigal Road State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Warrigal Road State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Attachment 2, it is unacceptable for students to bully, harass or victimise another person whether within Warrigal Road State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Warrigal Road State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Warrigal Road State School engaging in appropriate online behaviour.

ROLE OF SOCIAL MEDIA

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

- Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.
• Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

**APPROPRIATE USE OF SOCIAL MEDIA**

Students of Warrigal Road State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Warrigal Road State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Warrigal Road State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example: where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**LAWS AND CONSEQUENCES OF INAPPROPRIATE ONLINE BEHAVIOUR AND CYBERBULLYING**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation
- There are significant penalties for these offences.

Warrigal Road State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Warrigal Road State School expects its students to engage in positive online behaviours.
<table>
<thead>
<tr>
<th>Name</th>
<th>Resources</th>
<th>Description and Criteria</th>
<th>When and Where Presented</th>
<th>Information to Staff</th>
<th>Goals</th>
<th>Celebrations</th>
<th>Coordinat or</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and Frequent 80% students receive positive feedback on a daily basis.</td>
<td>Targeting positive classroom citizenship.</td>
<td>Laminated target of 20 concentric circles alternating our 4 colours. Examples of Dingo grams.</td>
<td>Students move their Warrigal Image each time they receive positive feedback for in-class citizenship.</td>
<td>CT on a daily basis. How to use target. Behaviour Matrix – CT to record data on an electronic form on Tuesday of week 8 (number of children receiving Happy-grams and total sent home during term)</td>
<td>80% receive a Dingo-gram at least once in a term.</td>
<td>Once student reaches the bulls-eye CT sends home an electronic Dingo-gram. Display in Hall – We are positive, happy citizens. (Extra-large target with CT image moving towards target - CT receive coffee credit)</td>
<td>Rewards committee member to collate info for DP to announce on parade wk 8.</td>
</tr>
<tr>
<td>Citizenship stickers for each expectation.  • Respect  • Responsible  • Safe  • Active learner</td>
<td>Stickers with branding images for each expectation. Communication Book from booklist.</td>
<td>Focus expectation each term for whole school. Get caught doing the Warrigal Way to receive sticker.</td>
<td>Any staff member before school, during breaks and after school during focus month. Stickers placed in communication book as record.</td>
<td>DT can continue to give stickers for non-focus expectations. Relief. TA and specialist teachers can give out stickers during lessons.</td>
<td>80% students to receive 25 stickers (class or playground) during term.</td>
<td>Each term the focus expectation will be introduced during parade. Class teachers will reward this expectation with stickers. Data from each class will be collected by SWPBS Data person. Parade week 9 to celebrate the data and class celebrations in week 10 of each term.</td>
<td></td>
</tr>
<tr>
<td>Short Term Focused expectation certificates</td>
<td>Pre-printed certificates with branding images.</td>
<td>• Respect  • Responsibility  • Being safe  • Being an active learner</td>
<td>Parade - fortnightly. What does being a respectful citizen the Warrigal Way mean?</td>
<td>80% receive a certificate each year.</td>
<td>Published in newsletter</td>
<td>CT and DP</td>
<td></td>
</tr>
<tr>
<td>Negotiated Class Celebration - NCC</td>
<td>Negotiated, prioritised list of celebration activities displayed in room.</td>
<td>Class qualifies if 80% students reach the bulls-eye at least once by week 5 and again by end of term.</td>
<td>CT at beginning of the year. Presented during Week 10 of term if class reaches school target. Possible list of NCC activities.</td>
<td>80% of classes participate in a NCC during week 10.</td>
<td>Display school % in hall for review at parades. Newsletter</td>
<td>CT</td>
<td></td>
</tr>
<tr>
<td>Wristbands/badges</td>
<td>4 school colours, each labelled with an expectation.</td>
<td>Collect 25 citizenship stickers to earn wristband/badge.</td>
<td>DP presents CT with wristbands/badge for class on parade week 10. CT presents to class following parade.</td>
<td>CT records in communication book. 80% of students earn a wristband/badge each term.</td>
<td>Display school % in hall for review at parades and in newsletter</td>
<td>DP</td>
<td></td>
</tr>
<tr>
<td>Membership to the 100 club</td>
<td>Electronic Certificate and Letter from Principal – various designs each year.</td>
<td>Collect each of the 4 expectation wristbands/badges</td>
<td>CT emails certificates and letters for class week 9.</td>
<td>CT advises DP of % receiving membership to club. 80% of students earn membership each year</td>
<td>Display school % in hall for review at parades and in newsletter</td>
<td>CT and DP</td>
<td></td>
</tr>
<tr>
<td>Strong and Long Term Citizenship badges</td>
<td>Gold, silver, and bronze badges with different coloured backgrounds each year.</td>
<td>6 students per class – 1 gold, 2 silver, 3 bronze</td>
<td>Years P-6 Term 4 Ceremony Organisation and nomination process.</td>
<td>10% of students</td>
<td>Newsletter</td>
<td>DP's</td>
<td></td>
</tr>
</tbody>
</table>
Warrigal Road State School
SWPBS: Major Incident Referral Form

Date: Staff reporting: Names: Class:

<table>
<thead>
<tr>
<th>Playground issue:</th>
<th>Classroom issue:</th>
<th>I followed the process below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ before school</td>
<td>□ eating area</td>
<td>Teacher has used appropriate Essential Skills.</td>
</tr>
<tr>
<td>□ first break</td>
<td>□ toilets</td>
<td>Student has been given reminders of expectations.</td>
</tr>
<tr>
<td>□ transition FB</td>
<td>□ prep playground</td>
<td>Student has moved along the Warrigal Road and has been to time out in a buddy classroom.</td>
</tr>
<tr>
<td>□ second break</td>
<td>□ year 1 playground</td>
<td>Student has continued to repeat inappropriate behaviour or refused to go to buddy class and has been directed to the office.</td>
</tr>
<tr>
<td>□ transition SB</td>
<td>□ junior oval</td>
<td>Extreme level of inappropriate and/or unsafe behaviour for immediate attention by admin.</td>
</tr>
<tr>
<td>□ after school</td>
<td>□ senior oval</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other:</td>
<td></td>
</tr>
</tbody>
</table>

Investigation details/ classroom behaviours:

<table>
<thead>
<tr>
<th>Obtain:</th>
<th>Avoid/escape:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ peer attention</td>
<td>□ activity/event</td>
</tr>
<tr>
<td>□ adult attention</td>
<td>□ instruction task</td>
</tr>
<tr>
<td>□ tangible object</td>
<td>□ adult attention</td>
</tr>
<tr>
<td>□ activity/event</td>
<td>□ peer attention</td>
</tr>
<tr>
<td>□ sensory stimulation</td>
<td>□ sensory stimulation</td>
</tr>
</tbody>
</table>

Entered on OneSchool Parent contact completed Contact details: Consequences:

Warrigal Road State School
SWPBS: Major Incident Referral Form

Date: Staff reporting: Names: Class:

<table>
<thead>
<tr>
<th>Playground issue:</th>
<th>Classroom issue:</th>
<th>I followed the process below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ before school</td>
<td>□ eating area</td>
<td>Teacher has used appropriate Essential Skills.</td>
</tr>
<tr>
<td>□ first break</td>
<td>□ toilets</td>
<td>Student has been given reminders of expectations.</td>
</tr>
<tr>
<td>□ transition FB</td>
<td>□ prep playground</td>
<td>Student has moved along the Warrigal Road and has been to time out in a buddy classroom.</td>
</tr>
<tr>
<td>□ second break</td>
<td>□ year 1 playground</td>
<td>Student has continued to repeat inappropriate behaviour or refused to go to buddy class and has been directed to the office.</td>
</tr>
<tr>
<td>□ transition SB</td>
<td>□ junior oval</td>
<td>Extreme level of inappropriate and/or unsafe behaviour for immediate attention by admin.</td>
</tr>
<tr>
<td>□ after school</td>
<td>□ senior oval</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other:</td>
<td></td>
</tr>
</tbody>
</table>

Investigation details/ classroom behaviours:

<table>
<thead>
<tr>
<th>Obtain:</th>
<th>Avoid/escape:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ peer attention</td>
<td>□ activity/event</td>
</tr>
<tr>
<td>□ adult attention</td>
<td>□ instruction task</td>
</tr>
<tr>
<td>□ tangible object</td>
<td>□ adult attention</td>
</tr>
<tr>
<td>□ activity/event</td>
<td>□ peer attention</td>
</tr>
<tr>
<td>□ sensory stimulation</td>
<td>□ sensory stimulation</td>
</tr>
</tbody>
</table>

Entered on OneSchool Parent contact completed Contact details: Consequences:
ATTACHMENT 6

DEBRIEFING REPORT
FORMAL DEBRIEFING
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

QUESTIONS FOR STAFF

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What could you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

QUESTIONS FOR STUDENT

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

(vi) MAKING A COMPLAINT

During the course of your children’s school years, you may have cause to make a complaint about an issue with your child’s education. Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When making a complaint, it is in the best interest of complaint resolution to ensure that you:

- provide complete and factual information in a timely manner
- deliver your complaint in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission (www.cmc.qld.gov.au/) or the Queensland Police Service (www.police.qld.gov.au/).

THE FOLLOWING FIVE-STEP PROCEDURE MAY ASSIST PARENTS/CARERS, AND SCHOOL STAFF TO REACH AN OUTCOME THAT IS IN THE BEST INTERESTS OF THE STUDENT.
1 DISCUSS YOUR COMPLAINT WITH THE CLASS TEACHER

- If your complaint is with your child’s teacher or relates to an issue concerning your child’s experience at school, make an appointment with that teacher as soon as possible through the school administration.
- Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem.
- Together, both parent/carer and teacher, should then take steps to resolve the problem at this level.
- The teacher will make a record of the complaint and report your meeting and any outcomes to the school principal.

2 DISCUSS YOUR COMPLAINT WITH THE PRINCIPAL OR ASK THE PRINCIPAL TO ASSIST BY PARTICIPATING IN INFORMAL CONFLICT RESOLUTION

- Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the school principal to discuss the issue further.
- Alternatively, you and the teacher may agree to ask the principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem.
- If your complaint is related to the school more generally including issues of school policy or its compliance or non-compliance you should raise your complaint directly with the principal or his/her delegate. For example, the principal may refer your complaint to a deputy principal or registrar.
- The staff member will make a record of your complaint and work with you to resolve the issue.
- Complaints to the principal may be lodged in person, by telephone, writing or via electronic format through the “Schools directory” at www.education.qld.gov.au/schools/directory - select relevant school, then click on the email link.

3 CONTACT REGIONAL OFFICE

- If you have discussed the issue with the principal and still feel that your complaint has not been addressed, you have the right to contact the Regional Executive Director (Schools) who is the supervisor of the principal and oversees activities of schools in that particular education region of Queensland.
- Complaints may be lodged by telephone or in writing. Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The regional office will make a record of your complaint.
- Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the principal.
- Addresses and telephone numbers of district offices are listed under the heading Education Queensland in the White Pages of your local telephone directory and are also available through the “Schools directory” at www.education.qld.gov.au/schools/directory.
- When you contact the district office you will be advised that your name and the nature of your issue will be reported back to the principal of your school. Staff at the district office will assist in seeking resolution to the issue.

4 COMPLAINT STILL NOT RESOLVED

- If, as a parent/carer you feel that your issue has not been resolved through the district office process, you have a further right to make a complaint to the central office of Education Queensland.
- Parents/carers may choose to progress their complaint in writing to the Deputy Director-General Education Queensland. The Office of Education Queensland will seek to assist with the resolution of your complaint through referral:
  - to the Executive Director (Schools) for further action or
  - another departmental unit for appropriate action.
- The Office of Education Queensland can be contacted at: Education Queensland, PO Box 15033, CITY EAST, Qld 4002 Tel (07) 3237 0618 or fax (07) 3221 4953.

5 INDEPENDENT REVIEW

- If, as a complainant you feel that your issue has not been resolved through these formal processes the Queensland Ombudsman provides an avenue for an independent review of the Department’s decision.
- The Ombudsman may be contacted at:
  - Office of the Ombudsman, GPO Box 3314, Brisbane, 4001;
  - Email: ombudsman@ombudsman.qld.gov.au; Tel (07) 3005 7000; Toll Free 1800 068 908;
  - Fax (07) 3005 7067.

A ROLE FOR THE PARENTS’ AND CITIZENS ASSOCIATION (P&C)

It is understandable that parents/carers may sometimes feel overwhelmed when approaching a school or the department with a complaint. While the Queensland Council of Parents and Citizens’ Associations Inc (QCPCA) does not advocate on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances.

The P&C can in turn seek assistance from QCPCA to provide guidance in resolving the complaint. Complaints about services that are run or managed by the P&C at your school, for example, after school care or the canteen, should be directed to the P&C in the first instance.

LEARN AND GROW